Academic Program Review

ACADEMIC YEAR	2013-2014	☐ Basic Skills **X** Transfer **X** Career Technical Education (CTE)
PROGRAM	Business Administration for Transfer, Business Marketing/Management/Financial Services	
DEPARTMENT	BUS	
DIVISION	EWD	
SUBMITTER	Craig Blek	

I. INSTITUTIONAL GOALS

INSTITUTIONAL GOAL **1**	**INSTITUTIONAL MISSION AND EFFECTIVENESS** – The College will maintain programs and services that focus on the mission of the College supported by data-driven assessments to measure student learning and student success.
INSTITUTIONAL GOAL **2**	**STUDENT LEARNING PROGRAMS AND SERVICES** – The College will maintain instructional programs and services which support student success and the attainment of student educational goals.
INSTITUTIONAL GOAL **3**	**RESOURCES** – The College will develop and manage human, technological, physical, and financial resources to effectively support the College mission and the campus learning environment.
INSTITUTIONAL GOAL **4**	**LEADERSHIP AND GOVERNANCE** – The Board of Trustees and the Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution.

II. PROGRAM GOALS

A. PAST – EVALUATION OF PREVIOUS CYCLE OBJECTIVES/PROGRAM GOALS (SET IN PREVIOUS YEAR)

List your previous objectives/goals and associated Institutional Goals. All program goals must address at least one of the institutional goals.

PAST PROGRAM GOALS (Describe past program goals.)	**INSTITUTIONAL GOAL(S)** (Check all that apply.)

1	**PAST PROGRAM GOAL #1**	**INSTITUTIONAL GOAL(S)**
	Identify Program Goal from Last Program Review: Increased secretarial support (from a 50% assignment to 100%)	☐ 1 ☐ 2 **X** 3 ☐ 4
	☐ Met ☐ Partially Met **X** Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** Budget constraints have not allowed the college to add additional support staff.	

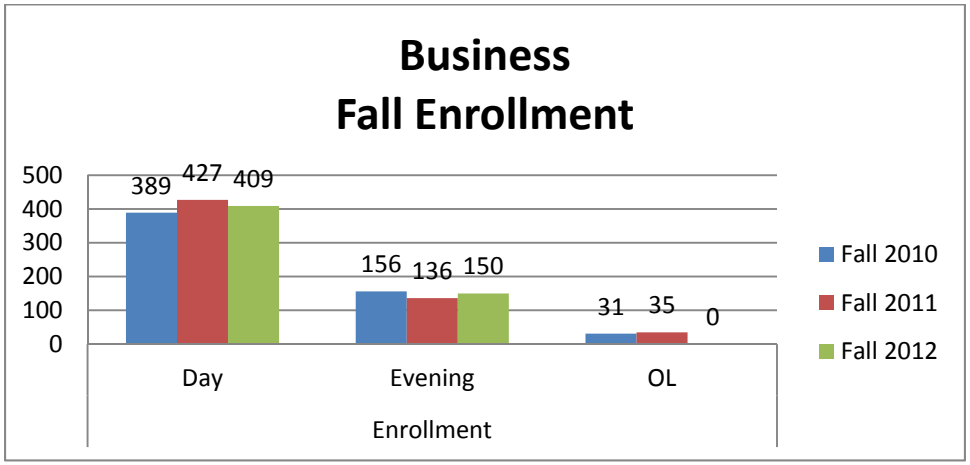
B. PRESENT – DATA ANALYSIS AND PROGRAM HEALTH

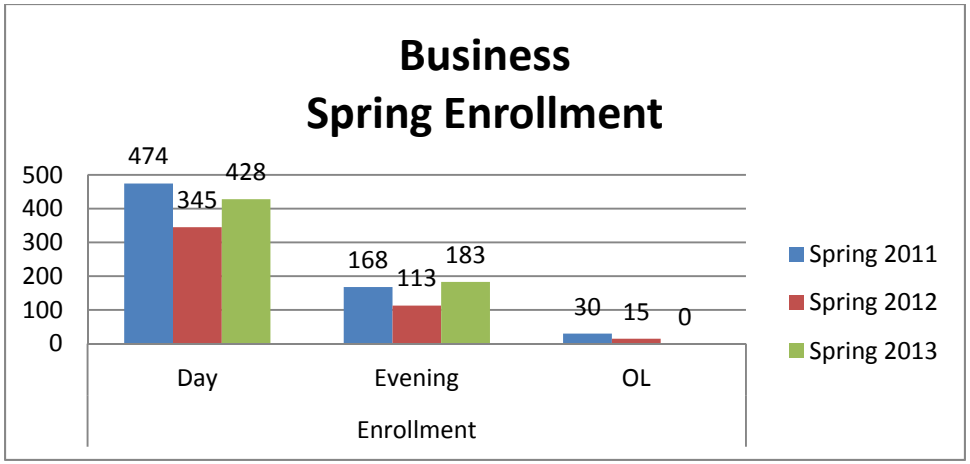
1. Summarize and analyze all disaggregated data by day, evening, gender, ethnicity, and distance education regarding enrollments, fill rates, productivity, completion, success, retention, persistence, and transfer (complete a, b, & c). ***Attach graphs or trend data***.

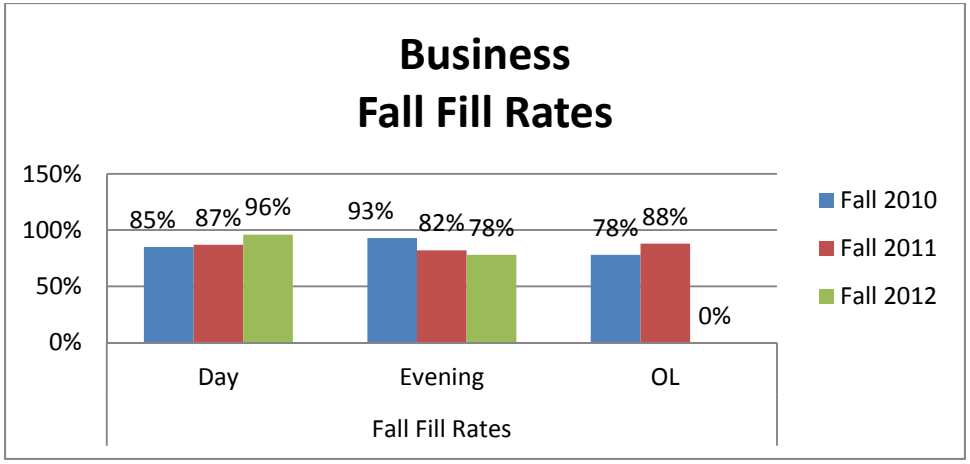
   a. Discuss and chart the trends in enrollment and fill rate for each program by day and evening at the program level.

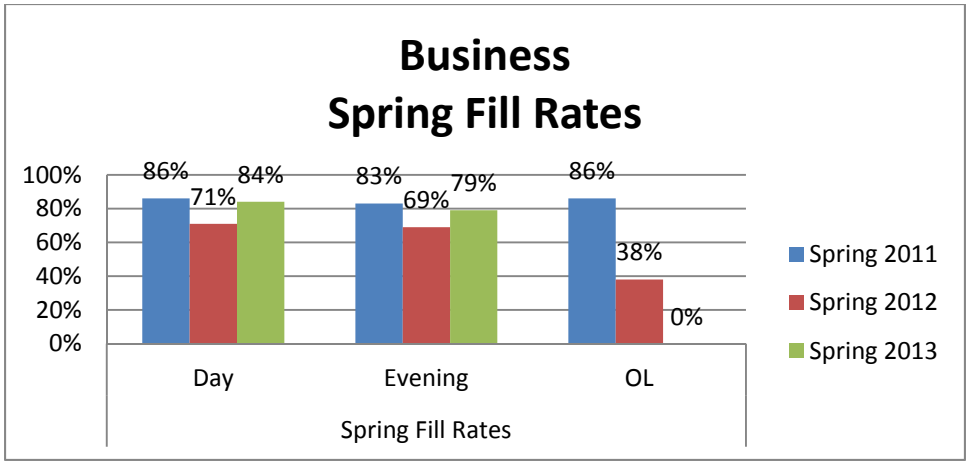
Business Admin

Term	Enroll	Fill Rate	Sections	Mass Cap	Avg. Cap	Avg. Size	FTES	FTEF	WSCH	(WSCH/FTEF)	(FTES/FTEF)	Success	Retention	Day	Night	OL
Fall 2010	517	88%	17	590	34.71	30.41	63.91	4.05	2107.6	516.72	15.78	68.28%	83.95%	11	6	1
Spring 2011	481	89%	16	542	33.88	30.06	54.88	3.85	1972	510.77	14.25	62.58%	85.03%	11	5	1
Fall 2011	539	87%	18	619	34.39	29.94	65.56	4.25	2175.8	508.79	15.43	62.71%	79.96%	13	5	1
Spring 2012	401	69%	17	582	34.24	23.59	49.85	4.05	1616.4	400.79	12.31	61.10%	86.28%	13	4	1
Fall 2012	412	87%	14	472	33.71	29.43	48.92	3.32	1675.8	500.02	14.73	66.26%	85.44%	9	5	0
Spring 2013	458	98%	14	468	33.43	32.71	54.33	3.32	1838.8	555.87	16.36	67.47%	86.03%	8	6	0




Business
Spring Enrollment
500
400
300
200
100
0
474
345
428
168
113
183
30
15
0
Day
Evening
OL
Enrollment
Spring 2011
Spring 2012
Spring 2013


Business
Fall Fill Rates
150%
100%
50%
0%
85%
87%
96%
93%
82%
78%
78%
88%
0%
Day
Evening
OL
Fall Fill Rates
Fall 2010
Fall 2011
Fall 2012



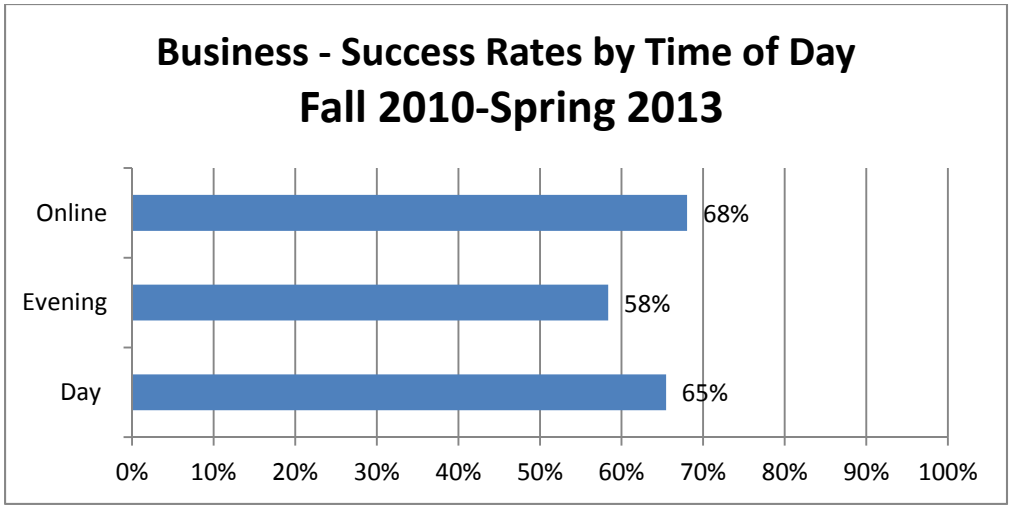
No real trends are evident here. Fill rates are fairly constant across both day and evening classes. There was a large drop in both enrollment and fill rates in Spring ’12, but that was due to outside forces (the college dropped all students who had not paid fees within 5 days of enrollment). Additionally online classes went away in 2012-2013, but have already rebounded this semester.

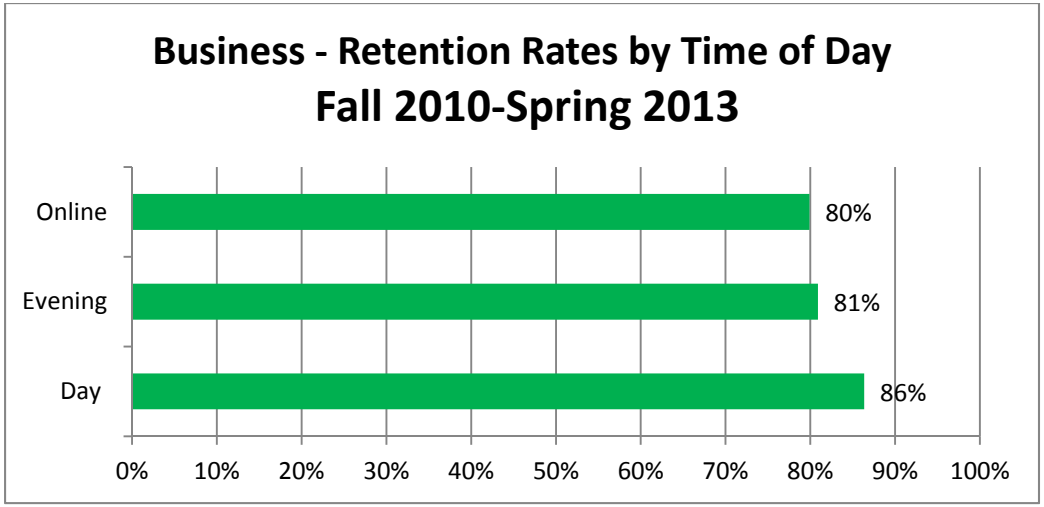
Compared to the state averages for the past year, we match up well. Our retention rates are about .5% below the state average of 86% and our retention rates are about 2% below the state average of 69.9%.

b. What are the trends in productivity? (WSCH/FTEF) The goal is 525 as per state guidelines. A low number means that we are below target levels for productivity. For example, in a small class that has a mandated cap of 15 students, the fill rate may be 100% but the productivity number (WSCH/FTEF) will be very low. A class with a cap of 40 students with a 100% fill rate will have a productivity number close to or above 525.

Productivity has hovered around 510 for the past three years, with a slight decline from fall 2010 until fall 2012. However, in spring of 2013 productivity jumped to 556. Course offerings were streamlined to better match student demand. Scheduling a year in advance should allow us to continue these gains.

c. Discuss and chart the success and retention rates by day, evening (extended day), and online classes in each program and identify gaps.

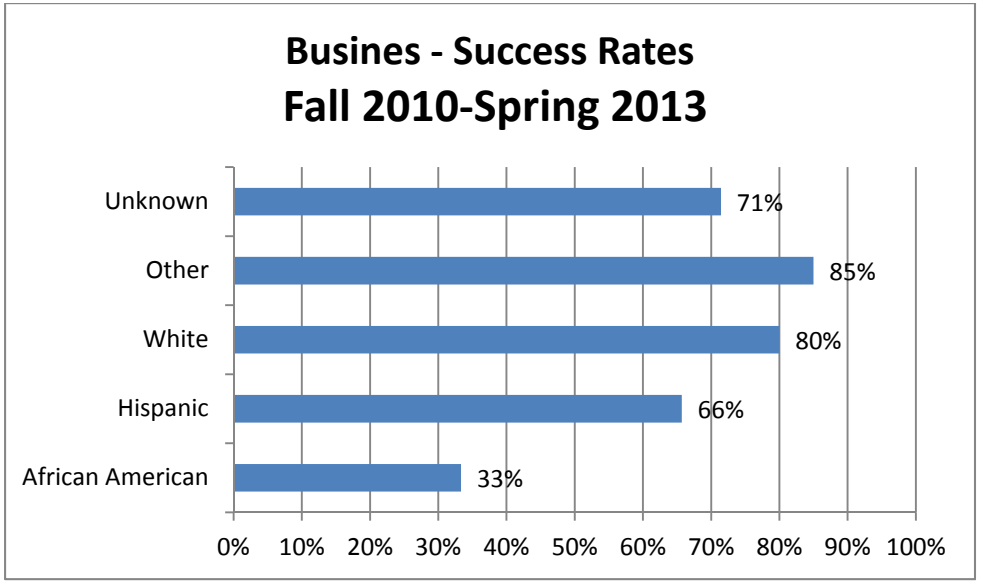


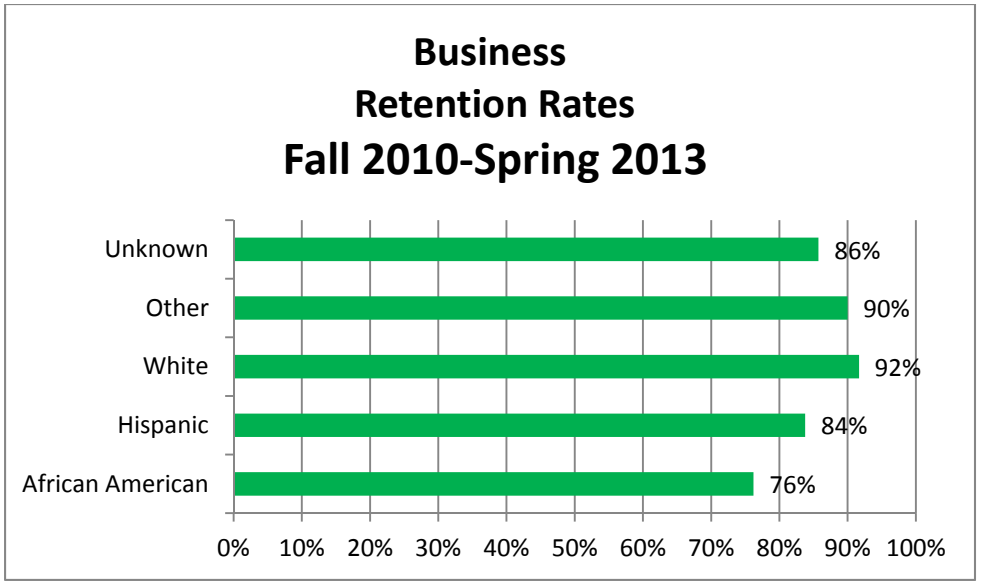


Both retention and success rates are higher in our daytime classes. However, since we offer many more classes during the day than evening, this may just be statistical noise. Additionally, most of our evening classes are taught by the same full-time faculty as the daytime courses. However, it does warrant further investigating upon our part.

d. Discuss and chart the success and retention rates in each program and identify gaps for five ethnic groups. (African-American, White, all Hispanics, Other, Unknown).

Retention rates range from 76% for African Americans to 92% for White students. Hispanics averaged 84%. Given the small number of African American students (21) and White students (120) as compared to Hispanic (3034) students in the program, it is difficult to reach any clear conclusions at this time.





e. Discuss the trends in the number of degrees or certificates awarded, if applicable. (You may be able to expand more about this in B.3 below.)

The number of certificates and degrees in the Business Administration programs has held fairly constant over the last three years.

f. What program changes, if any, will you recommend that you expect would have a positive effect on your students in your program, if applicable?

None at this time

2. Summarize revisions, additions, deletions, or alternate delivery methods to courses and/or program based on the last program review.

The Business Administration for Transfer degree went active this year (the core classes are the same as IVC's Business Administration degree, but the electives have been streamlined). With the transfer degree now available, we decided to eliminate

the old Business Administration degree which will be effective 2014-15.

SLO's for BUS 210 and 220 were rewritten to better align with current course content.

3. Evaluate the program's viability by addressing program completion, size (FTES), projections (growing/stable/declining), and quality of outcomes. For CTE programs, also include labor market projections, placement, and performance on external testing/exams (i.e. ASE, NABCEP) and industry-recognized credentials, placement, and performance on external testing or exams (NCLEX, ASC, NAP).

   The program is healthy and stable. Productivity has averaged 518 over the past three years and is rising. The major is one of the most popular majors on campus. 131 degrees were awarded in the period between Fall 2010 and Spring 2013 as well as 9 certificates. The Institutional Researcher also prepared data that shows the success rates and retention rates since Fall 2011 have been consistent. Fill rates remain high (average in required classes is 88%) as well. Completion and success rates have moved up and down within a fairly steady range for the past three years; Average completion rate in the core classes is 84%, while the average success rate has been 64% (rising to 66.5% for the last year).

BUS ADMIN Occupations	TOP Code	SOC Code	2008	Average Job Openings per Year
Administrative Services Managers	0505.00	113011	60	2
Chief Executives	0505.00	111011	90	2
Construction Managers	0505.00	119021	100	1
Cost Estimators	0505.00	131051	40	2
General and Operations Managers	0505.00	111021	670	19
Management Analysts	0505.00	131111	160	4
Managers, All Other	0505.00	119199	270	7
Sales Managers	0505.00	112022	150	5
Social and Community Service Managers	0505.00	119151	40	1
Transportation, Storage, and Distribution Managers	0505.00	113071	40	1
Bill and Account Collectors	0504.00	433011	90	4
Loan Interviewers and Clerks	0504.00	434131	50	1
New Accounts Clerks	0504.00	434141	40	1
Purchasing Agents, Except Wholesale, Retail, and Farm Products	0509.00	131023	60	3
Sales Rep, Wholesale and Manuf. Except Technical and Scientific Products	0509.00	414012	250	9
Wholesale and Retail Buyers, Except Farm Products	0509.00	131022	50	1
Total				77*

C. FUTURE – LIST OF "SMART" (SPECIFIC MEASURABLE ATTAINABLE RELEVANT TIME-LIMITED) PROGRAM OBJECTIVES FOR NEXT ACADEMIC YEAR TO ADDRESS PROGRAM IMPROVEMENT, GROWTH, OR UNMET NEEDS/GOALS. ALL PROGRAM GOALS MUST ADDRESS AT LEAST ONE OF THE INSTITUTIONAL GOALS.

FUTURE PROGRAM GOALS (Describe future program goals. List in order of budget priority.)	**INSTITUTIONAL GOAL(S)** (Check all that apply.)

1	FUTURE PROGRAM GOAL #1 Budget Priority #1	INSTITUTIONAL GOAL(S)
Identify Goal: We want to further refine our PLO's so that they better work across different courses and even disciplines. Currently, each PLO is assessed in only one course in the program		☐ 1 **X** 2 ☐ 3 ☐ 4
Objective: Simplify PLO's to allow us to assess each PLO in multiple courses at the same time.		
Task(s): (1) Review other institutions Business PLO's (2) Rewrite PLO's		
Timeline: Fall 14		

EXPENSE TYPE	**FUNDING TYPE**		**RESOURCE PLAN** (Check all that apply.)	**BUDGET REQUEST**
☐ One-Time ☐ Recurring	☐ Categorical Specify:	☐ General Fund	☐ Facilities ☐ Marketing ☐ Technology ☐ Professional Development ☐ Staffing	$0

2	FUTURE PROGRAM GOAL #2 Budget Priority #2	INSTITUTIONAL GOAL(S)
Identify Goal: Increase support staff		☐ 1 ☐ 2 **X** 3 ☐ 4
Objective: In Spring 2012, the Business Department's secretarial staff was cut from full-time to half-time duties. Further, support staff is no longer located in the Business Department Office, but rather across campus. This makes coordination much more difficult. We need someone in our office to assist staff and students.		
Task(s): Convince the staffing committee to heed our plea.		
Timeline: Spring 14		

EXPENSE TYPE	FUNDING TYPE		RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST
☐ One-Time **X** Recurring	☐ Categorical Specify:	**X** General Fund	☐ Facilities ☐ Marketing ☐ Technology ☐ Professional Development **X** Staffing	$22,000

1. How will your enhanced budget request improve student success?

   It will improve overall efficiency in the department.

III. INSTITUTIONAL STUDENT LEARNING OUTCOMES (ISLOs)

ISLO 1	COMMUNICATION SKILLS
ISLO 2	CRITICAL THINKING SKILLS
ISLO 3	PERSONAL RESPONSIBILITY
ISLO 4	INFORMATION LITERACY
ISLO 5	GLOBAL AWARENESS

IV. PROGRAM LEARNING OUTCOMES (PLOs)

PROGRAM LEARNING OUTCOMES (Describe learning outcomes.)	**ISLO(S)** [Link PLO to appropriate ISLO(s).]

PLO 1	**PROGRAM LEARNING OUTCOME #1**	**ISLO(S)**
	Identify Program Outcome: Analyze legal cases and web information sources and effectively communicate the results.	**X** ISLO 1 **X** ISLO 2 ☐ ISLO 3 ☐ ISLO 4 ☐ ISLO 5
	Measurable Outcome Summary: 41 students completed the Case Analysis in Spring 2013 semester. Broken down by major: thirty-one students in Business Administration; five students in Business Management; three students in Business Financial Services; two students in Business Marketing. The assessment was undertaken near the half-way point of the semester. In all, 19/41 (46%) scored 70% or better on the case study assessment, while another 15/41 scored 60% or better. Clearly the results do not match for the hoped for outcome. Interestingly, a similar problem on the course final which was not assessed for PLO purposes showed a significantly higher percentage of the students were able to achieve the hoped for 70% or better score.	
	☐ Met **X** Partially Met ☐ Not Met	

	Provide detail on any improvements/effectiveness and detail status on those not fully met: Going forward, we will try to incorporate two separate assessments of this PLO, to help students better achieve the desired result.	

PLO 2	PROGRAM LEARNING OUTCOME #2	ISLO(S)
	Identify Program Outcome: Illustrate basic economic models and use those models to analyze data and reach reasoned conclusions.	**X** ISLO 1 **X** ISLO 2 ☐ ISLO 3 ☐ ISLO 4 ☐ ISLO 5
	Measurable Outcome Summary: In all, 57 students were assessed in Fall 2013. Students self-identified their program of study on the final exam and the vast majority of those identified Business Administration. Students were given two distinct problems to show that they had mastered the above PLO. Scores were very high on the first of the two questions and significantly lower on the second question which required more critical thinking. In all, 37 students (65%) achieved a score of 70% or better on the two questions combined.	
	☐ Met **X** Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** Going forward, more practice with the critical thinking element of the economic models will be incorporated into the course.	

PLO 3	PROGRAM LEARNING OUTCOME #3	ISLO(S)
	Identify Program Outcome: Show understanding of accounting information for use in planning, controlling, directing operations and decision-making	☐ ISLO 1 ☐ ISLO 2 ☐ ISLO 3 ☐ ISLO 4 ☐ ISLO 5
	Measurable Outcome Summary: Will be measured in Spring 2014	

	☐ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:**	

SLO Grid

Course	units	# SLOs Identified	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015
BUS 126	3	3	1	2	3	1				
BUS 132	3	4	2	3		4				
BUS 144	3	4	4		1					
BUS 210	4	4	1,2,3	1	2	1				
BUS 220	4	4	3	1	2	1				
BUS 260	3	3	3	4	1	2				
ECON 101	3	3	2	3	1	2				
ECON 102	3	3	2	3	1	2				

Student Learning Outcomes Assessment:

All SLO's in the program have been assessed at least once. BUS 210 and BUS 220 SLO's were updated in the Fall of 2013. The department continues to monitor, assess and update SLO's as necessary.

PLO Grid

Program	PLOs Identified	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015
Business Administration	**3**	1	rewritten	1	2	3		
Financial Services	3	1	rewritten	1	2	3		
Marketing	3	1	rewritten	1	2	3		
Management	3	1	rewritten	1	2	3		

PLO's were re-written in the Fall of 2012. By the end of Spring 2014, all will have been assessed at least once.